**Trainers Workshop Peer Assessment Guidance**

**Introduction**

As part of Health Education England’s self-assessment process for re-approval of trainers, trainers have to confirm that they have received peer feedback on an episode of teaching within the last three years. This is usually in the form of a video review of a teaching episode such as a tutorial, case debrief or case-based discussion. This guidance was designed to facilitate this reflective process with the intention of being a formative assessment for trainers.

## Assessment framework

* Usually the first 10 to 15 minutes of the teaching session should be reviewed
* Check with the trainer the context of the episode of teaching and the trainee’s stage of training
* Discuss how the trainer identified the relevant learning needs for this episode
* Assess rapport with the learner
* Trainer appears interested and enthusiastic
* Were agenda or aims and objectives set
* Learner centred approach
* Was learner's agenda addressed
* Trainer responds flexibly to learner's needs and agenda
* Style of teaching: Didactic, Socratic or Heuristic
* Adult to Adult communication
* Use of open questions to assess level of knowledge and understanding

*('The most important single factor influencing learning is what the learner knows. Ascertain this and teach accordingly.' Ausubel).*

* Use of closed questions to probe, prompt, check understanding
* Were teaching methods modified to complement trainee’s learning styles
* Was active participation encouraged to promote reflective practice
* Positive as well as formative feedback given
* Trainer appears knowledgeable and up-to-date
* Summarising of key points
* Further reading and future learning needs identified
* How and when will these be addressed
* How was the learning episode evaluated

**Health Education England - Peer review of teaching episode video**

**Name:** **Date:**

**Peer Group Members:**

**Brief outline of content:**

**Strengths identified / confirmed:**

**Suggestions for improvements:**